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ABSTRACT

This unit, to be used with students in grades 6-10, has been designed to serve three purposes. First, the unit acts as an introduction to, or review of, fundamental geographic concepts and vocabulary. Second, it teaches students about the basic physical and political geography of Latin America. Third, students learn to examine maps with a critical eye towards political and technical limitations. The unit contains seven lessons. It begins with a review of basic world geography (lesson one). Two "map hunt" activities follow, that engage students in a search for the countries and main physiographic features of Latin America (lessons two and three). Students label maps with this information. Next, students learn or review the use of latitude and longitude by searching for major Latin American cities (lesson four). Students discover the complex nature of Latin American climate (lesson five), and learn to examine the limitations of making flat representations of the world (lesson six). Finally, students engage in a geographic pursuit in which they also review previously taught material (lesson seven). (DB)

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Mapping Latin America

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Background

The Stanford Program on International and Cross-Cultural Education (SPICE) represents a long-term effort by Stanford University to improve international and cross-cultural education in elementary and secondary schools. The program traces its origins to 1973 with the initiation of the Bay Area China Education Project, an effort to upgrade teaching about the People's Republic of China. Subsequently, parallel projects on Japan, Africa, Latin America, Western Europe, and the Soviet Union and Eastern Europe were established, and together with the China Project, became the nucleus of SPICE. SPICE also offers services in the fields of geography and foreign language.

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Mapping Latin America

for
Grades Six to Ten

The Latin America Project
Stanford Program on International and Cross-Cultural Education
Stanford University

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Mapping Latin America

Overview

MAPPING LATIN AMERICA has been designed to serve three purposes. First, the unit acts as an introduction to, or review of, fundamental geographical concepts and vocabulary. Second, it teaches students about the basic physical and political geography of Latin America. Third, students will learn to examine maps with a critical eye towards political and technical limitations.

MAPPING LATIN AMERICA contains seven lessons. These could effectively be taught sequentially in two weeks (50-minute periods), or each self-contained lesson could be taught independently. Although some lessons (i.e. Lesson Seven) depend on knowledge from prior lessons in order for students to be able to accomplish the tasks involved, many lessons could be interchanged. For example, if students have questions about latitude and longitude after Lesson One, then Lesson Four could be taught immediately after Lesson One. Teacher discretion is advised.

Only a few minutes are needed to read the Objectives, Materials, Introduction, and Procedures for each lesson. Various student handouts included at the end of each lesson plan will need to be copied. Also, be prepared to order an overhead projector. If an overhead projector is not available, wall maps or photocopies of included materials will suffice. This unit will not require you to spend extra time for research or for collecting additional materials. Everything you need is right here.

MAPPING LATIN AMERICA begins with a review of basic world geography (Lesson One). Two "Map Hunt" activities follow, that actively engage students in a search for the countries and main physiographic features of Latin America (Lessons Two and Three). Students label maps with this information. Next, students learn or review the use of latitude and longitude by searching for major Latin American cities (Lesson Four). The following lesson introduces students to the complex nature of Latin American climate (Lesson Five), and later students learn to examine the limitations of making flat representations of the world (Lesson Six). Finally, students engage in a geographic pursuit in which they also review previously taught material (Lesson Seven).

While **MAPPING LATIN AMERICA** teaches many important skills and ideas, the unit is not exhaustive. Not addressed in this unit are the simple but important devices of "scale" and "legend" paramount for a good understanding of geography. In addition, many instructive maps such as linguistic and historical representations, among others, are missing from this unit. For this reason, included at the end of this unit is an annotated bibliography of resources on Latin American geography. This list includes both reference and classroom materials as well as ideas for possible lessons.

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Textbook-Unit Cross-References

The unit **MAPPING LATIN AMERICA** can be used independently or in conjunction with textbooks. Some textbooks with which **MAPPING LATIN AMERICA** may be used, include:

BERRY, Leonard and FORD, Richard B. *People, Places, and Change,* New York: Holt, Rinehart and Winston, 1981. (Unit 6)

BOWER, Bert. *Latin America and Canada,* Lexington, MA.: D.C. Heath and Company, 1987. (Chapters 1, 5, 16)

GROSS, Herbert H. *World Geography,* Newton, MA: Allyn and Bacon, Inc., 1986. (Unit 14)

HELMUS, Timothy M. *The United States and Its Neighbors,* Morristown, NJ: Silver Burdett Company, 1982. (Unit 7, Chapter 23)

LEE, Susan Dye. *Exploring Our World: Latin America and Canada,* Chicago: Follett Publishing Company, 1980. (Units 6 & 7)

LUNGER, Norman. *Global Geography,* New York, NY: Amsco School Publications Inc. 1988.

SCHREIBER, Joan et. al. *Western Hemisphere: Latin America and Canada,* Glenview, IL.: Scott, Foresman and Company, 1983. (Chapters 1 & 18)

Objectives

Knowledge

Students will:

- master 20 geographical terms
- gain insight into the interaction of climate, landform, and natural vegetation
- improve their understanding of location
- identify major determinants of climate

Skills:

Students will:

- locate and describe major geographical features of Latin America
- work together in groups on a common activity
- improve their map-reading skills

Attitudes:

Students will:

- realize that map projections, language, and conventions can distort our perceptions of geography
- compare their stereotypes and preconceptions of Latin America with information that may surprise them
- appreciate the similarities and differences of the world region Latin America

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Introduction

Geographic Skills: A Component of International Competence

The pre-collegiate curriculum unit, **MAPPING LATIN AMERICA**, provides students with fundamental geographic concepts in a Latin American context. Considerable attention has been given in recent years to the poor performance of U.S. students on tests of geographic knowledge and skill. With the encouragement of organizations like the National Geographic Society, the situation is improving. **MAPPING LATIN AMERICA** is designed to support efforts to enhance geographic instruction.

A Regional Approach

What is Latin America? In order to describe the world region, Latin America, as contrasted with a continent, students need to learn some common cultural and geographic characteristics of the area before proceeding to an analysis of country-by-country differences. Teachers should first identify the broad commonalities shared by all of the countries of the region. Modern Latin America has been shaped by many people: groups known today as "Indians" or "indigenous peoples" who may have crossed the Bering Strait from Asia 15,000 to 25,000 years ago; Spaniards and Portuguese who conquered the indigenous peoples in the sixteenth century; Africans who were brought into the "New World" as slaves during the sixteenth century; and European and Asian immigrants who began moving to Latin America toward the middle of the nineteenth century.

Geographically, Latin America consists of countries that are in the Western Hemisphere and fall south of the Río Grande. More specifically, Latin America is situated on two continents, in three hemispheres, and is made up of seven distinct regions. It lies on the North and South American continents, falls within the Northern and Southern Hemispheres, and makes up the largest portion of the lands of the Western Hemisphere.

Sub-Regions of Latin America

Students should also explore the diverse regions within Latin America. Among its sub-regions are México and Central America (Middle or Mesoamerica), the Caribbean, the Andean region (Venezuela, Colombia, Ecuador, Perú, Bolivia), and the Southern Cone (Argentina, Chile, Paraguay and Uruguay).

Common geography, history, economic activities, and/or political organizations among nations may form a regional unit. Physical geography links certain South American countries. The Andes Mountains touch seven Latin American nations. However, the Andean Pact nations (Bolivia, Colombia, Ecuador, Perú, and Venezuela) exclude two countries that also straddle the Andes: Chile and Argentina. They instead are part of the Southern Cone (Chile, Paraguay, Uruguay, and Argentina). Formal international agreements may not follow geographical divisions.

History, geographical proximity, and the rugged volcanic topography unite the Central American regional entity (Honduras, Belize, Guatemala, El Salvador, Costa Rica, Nicaragua, and Panamá). Yet these countries are as much a part of the North American continent as are México, Canada, and the United States. Together, México and Central America are considered Middle or Mesoamerica. The small size of Central America and its location on a narrow isthmus between two continents

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frequently reinforces the mistaken notion that somehow this strategic area is an appendage of the North American continent rather than an integral part of it. The islands of the Caribbean, too, are viewed as a regional entity since they are united by common economic and social realities.

Climate also links certain Latin American countries and excludes others. Yet climate alone is not a solid basis for regional divisions, since many countries fall across three (or more) climatic zones: coastal lowlands or deserts (in the western coast of South America), temperate highlands and plateaus, and tropical rain forests.

Agricultural and mineral industries unite exporting nations with a common set of concerns and problems. International commodity agreements, such as the coffee or sugar agreements, link producer countries that share similar climate and agriculture. Maritime agreements and concerns link those countries that encourage fishing industries because of access to oceans and seas. Agricultural products, fish products, lumber, fuels, and non-fuel metals are all commodities exported by many Latin American nations.

Geography's Key Contribution

The importance of understanding one or more world regions outside of the United States is also a basis for cross-cultural understanding and communication. For example, urban growth as a result of migration from rural areas within some countries is a vital reality throughout Latin America and has an impact on Latin American lifestyles. The dense populations of the largest cities, Mexico City, São Paulo, Caracas, Río de Janeiro, and others, create social turmoil and economic inequities. The large Hispanic migration to the United States is an extension of economic realities within the Latin American regions and a reaction to international economic relationships.

Students are future world citizens who need geography skills taught within the context of international education. These lessons are intended to introduce the basic geography competencies which can then be applied to any world region.

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Lesson One: Getting Oriented on Globes and Maps

Objectives

Students will
- be able to define 20 geographical terms and draw a map illustration for each
- be able to locate and label on a world map:
  - the compass rose
  - the equator and the tropics
  - the seven continents and four oceans

Materials

An Overhead Projector
Blank World Map (Handout #1A): one per student
Teacher's Guide to Handout #1A
List of Geographical Terms (Handout #1B): one per group of 3-5 students
Teacher's Guide to Handout #1B
Transparencies of Handout #1A and the Teacher's Guide to Handout #1B (optional)

Introduction

In this lesson students will learn key geographical terms that are important for communicating geographical ideas and are used throughout this unit. These terms will be learned through verbal and visual thinking.

Although this unit works best by teachers making transparencies of Handout #1A and the Teacher's Guide to Handout #1B, the lesson could work without transparencies. If you do not have access to an overhead projector, duplicate the Teacher's Guides to Handouts #1A and #1B for students so that they can check their own work.

Procedures

1. Distribute **Blank World Map** (Handout #1A) to students and explain that they are not to look in atlases or in their books for assistance. This is simply a pre-test to find out what they need to learn. Write the following geographical items on the board and tell students that they have ten minutes to label these on their maps in pencil as accurately as possible:
   -the compass rose (the four directions)
   -the prime meridian, equator, Tropic of Cancer, and Tropic of Capricorn
   -the seven continents
   -the four oceans

2. After students have an opportunity to review their basic geography terms by consulting one another, project the transparency of the **Blank World Map** (Handout #1A). Refer to the **Teacher's Guide to Handout #1A** as you label the transparency step by step.

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3. Divide the class into groups of three to five students. Distribute one **List of Geographical Terms** (Handout #1B) to each group. Assign students in each group the roles of recorder, facilitator, and graphic artist. Ask each group to develop a definition for each of the twenty geographical terms in the space provided without using dictionaries. Groups that finish early should begin to draw map illustrations in the appropriate space to represent each geographical term. If they know a Latin American example of a geographic term they should write it down. Otherwise they should not write anything on that section.

4. When students have finished their group work, reconvene the class and review their progress. Project the transparency of **Teacher's Guide to Handout #1B**. This includes both the definition of terms and examples from Latin America. Cover the transparency and ask students: "What was your definition for a bay?" After a brief discussion, uncover the first term on the **Teacher's Guide**. Have students write in the definition (if significantly different from the one their group developed). Provide an example of each term. Continue this process until all 20 terms have been completed.

5. Finally, if there is time, have students draw their illustrations for geographical terms on the board. There are at least two ways to do this: 1) you could identify a term (i.e. bay) and have each group draw their illustrations of a bay. Then the class as a whole could vote on which is the best illustration; 2) you could ask a group to draw an illustration without telling the class which term it is. Students should then guess what term the illustration identifies.

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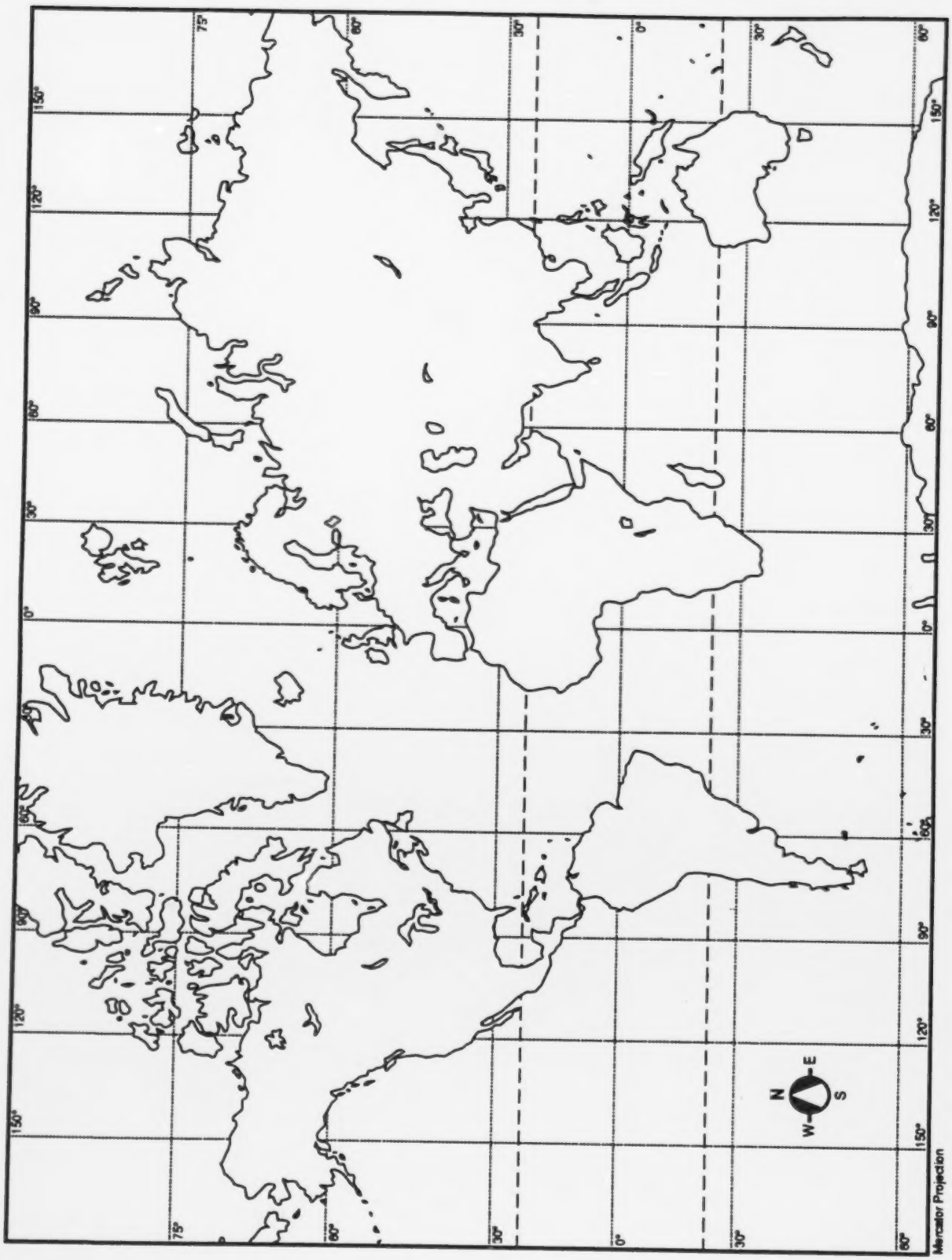
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Mercator Projection

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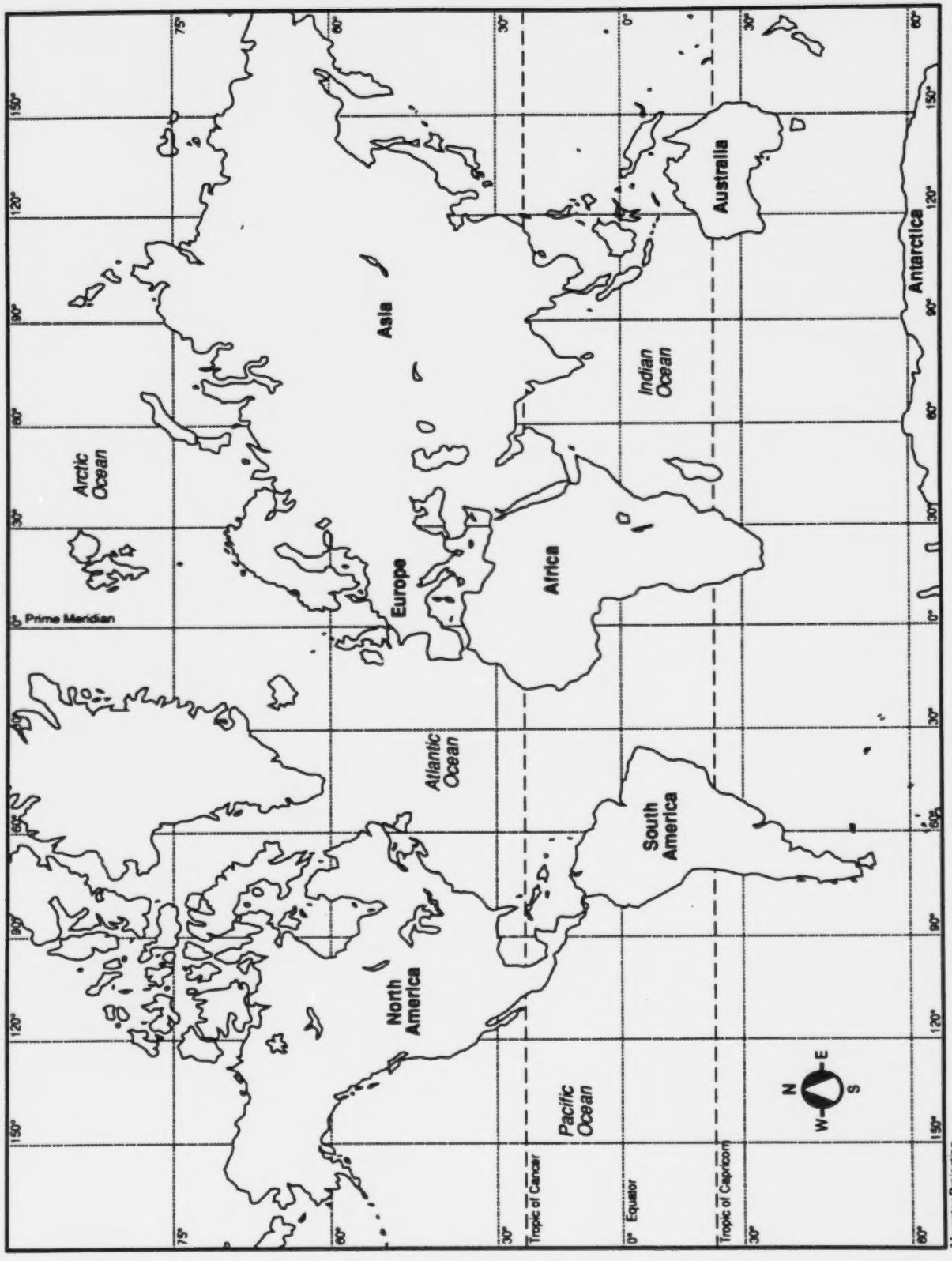
Arctic Ocean
Asia
Europe
Africa
Australia
Antarctica
Indian Ocean
Atlantic Ocean
Pacific Ocean
North America
South America
0° Prime Meridian
Tropic of Cancer
0° Equator
Tropic of Capricorn
N
S
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W
Mercator Projection

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List of Geographical Terms

Handout #1B
(1 of 2)

Term	Definition	Example	Illustration (Make up your own)
bay			
canal			
cape			
delta			
desert			
gulf			
harbor			
island			
hill			
isthmus			

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List of Geographical Terms

Handout #1B
(2 of 2)

Term	Definition	Example	Illustration (Make up your own)
lake			
mountain			
mountain range			
ocean			
peninsula			
plain			
river			
sea			
strait			
valley			

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List of Geographical Terms

Teacher's Guide to Handout #1B

(1 of 2)

Term	Definition	Example
bay	an inlet of the ocean or part of the ocean surrounded by land	Bahía Grande (Argentina)
canal	a human-made channel filled with water and used for navigation, irrigation or drainage	Panamá Canal
cape	a narrow piece of land projecting into the sea	Cape Horn
delta	earth that is formed at the mouth of a river which is deposited there by the river	Orinoco (Venezuela)
desert	a large area of land with little or no moisture or vegetation	Atacama Desert (Perú)
gulf	a large body of water bigger than a bay and surrounded on three sides by land	Gulf of Fonseca (El Salvador)
harbor	a sheltered body of water where ships anchor	Puerto de la Cruz (Venezuela)
island	an area of land surrounded by water	Isla de Chiloé (Chile)
hill	a small area of land that is higher than the land around it	Colina de Astillero (México)
isthmus	a narrow piece of land joining two larger bodies of land	Isthmus of Panamá

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List of Geographical Terms

Term	Definition	Example
lake	an inland body of water	Lago Pátzcuaro (México)
mountain	a high elevation of the earth's surface	Aconcagua (Chile)
mountain range	a series of connecting mountains	Andes Mountains
ocean	any one, or all, of the four largest connecting bodies of salt water on the earth's surface	Pacific Ocean
peninsula	a piece of land surrounded on three sides by water	Valdés Peninsula (Argentina)
plain	a large, flat piece of land	Plain of Mato Grosso (Brazil)
river	a large stream of water of natural origin	Río de la Plata (Argentina)
sea	a large body of water partly or nearly surrounded by land, smaller than an ocean	Caribbean Sea
strait	narrow waterway connecting two larger bodies of water	Strait of Magellán
valley	the land between hills or mountains, usually containing a stream or river	Valle de Cauca (Colombia)

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Lesson Two: Countries of Latin America

Objectives

Students will
- be able to locate three regions of Latin America: Middle America, the Caribbean, and South America
- use an atlas to locate and label 28 countries, one French protectorate, and one U.S. territory in Latin America
- improve their understanding of location
- improve their map reading skills
- work together in groups on a common activity

Materials

Political Map of Latin America (Handout #2A)
Teacher's Guide to Handout #2A
Atlases
Political Map Hunt Clues (Handout #2B): one set per team
Answer Page (Handout #2C): one per team
Teacher's Guide to Handouts #2B/2C
Overhead Projector
Transparency of Handout #2A
(A wall map of Latin America will suffice if an overhead projector is unavailable.)

Procedures

1. Project the overhead transparency of the **Political Map of Latin America** (Handout #2A). Explain to students that Latin America includes all countries in the Western Hemisphere except Canada and the United States. For your reference, it can be divided into regions as follows:

   I. **Middle America**
      A. México
      B. Central America: Belize, Guatemala, Honduras, Nicaragua, Costa Rica, Panamá, El Salvador
   II. **The Caribbean**
      A. Greater Antilles: Cuba, Jamaica, Puerto Rico, Haití, Dominican Republic
      B. Lesser Antilles: Grenada, Barbados, Trinidad and Tobago, United States Virgin Islands, and various other independent countries and European possessions
      C. Bahamas
   III. **South America**
      A. Brazil
      B. Andean countries: Venezuela, Colombia, Ecuador, Perú, Bolivia
      C. Southern Cone: Argentina, Uruguay, Paraguay, Chile
      D. Surinam, Guyana, and French Guiana

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This list is for your reference. Do not point out the individual countries to the students at this time. They will discover the names and locations during the exercise explained below.

2. Prepare the **Political Map Hunt Clues** (Handout #2B) by cutting the 8-1/2 x 11 inch sheets of paper into 30 strips along the dotted lines. One set of map hunt clues should be made for each team. (Depending upon grade level and students' prior knowledge of Latin America, you may choose to use fifteen questions instead of thirty.)

3. Divide your class into groups of four to five students. Tell them that they will be given map hunt clues and, as a team, they should try to answer the questions as quickly as possible. Answers to the **Map Hunt Clues** should be written on **Handout #2C, Political Map Hunt Answer Page.** Each correct answer is worth one point; "the team with the most correct answers" can be declared the winner of the activity. (Students may ask if there can be more than one winner. The answer is yes—the correct answers are important; the speed in which a team arrives at these answers is inconsequential—but do not tell them until debriefing. Simply repeat the directions.) Students should use atlases or their textbooks to look for correct answers to the map hunt clues. Tell students that after every five minutes there will be a bargaining session. At this time teams cannot continue to work on answering map hunt clues, but can negotiate an exchange of answers with other teams. Each team is free to choose how to negotiate with other teams.

4. Each team should have members who take on the following roles: recorder, negotiator, and speaker. The **recorder** writes the answers on **Handout #2C.** The **negotiator** is responsible for communicating with other teams. Negotiators may leave their seats to meet with other teams. **Speakers** are responsible for reading the answers from their worksheets to you while you check for errors. Other roles, such as **encourager or harmonizer, timer,** and **group facilitator** may be assigned if students are familiar with such roles.

5. Begin the activity with a negotiating period of one minute. Students will probably not know how to effectively use this time period; but that is all right. The possibility that students will negotiate to work on different questions from the start must be allowed even though it may not happen. (In the debriefing session raise the point that students could have divided up the chore from the beginning.) Next, alternate between work (five minutes) and negotiating periods (two minutes) until one team answers every question correctly. When teams decide that they are finished, check their answers using the **Teacher's Guide to Handouts #2B/2C.** If any team has some wrong answers, it should continue working on the questions.

6. Debrief activity. For example, ask each team how they went about answering questions and also how they used their negotiating time periods.

7. Next, collect all the clue slips, and shuffle them. Then give each student one clue slip and have him or her stand in front of the class, read the clue, give the answer (or look to team members for the answer), and point to the proper location on the transparency or wall map. Students should then label their maps **(Handout #2A).** Continue this procedure until all clues have been reviewed and labeled on the map.

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Pacific Ocean
Atlantic Ocean
Political Map of Latin America
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Miles
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90°
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CUBA
BAHAMAS
DOMINICAN REPUBLIC
JAMAICA
HAITI
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EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
TRINIDAD AND TOBAGO
VENEZUELA
GUYANA
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FRENCH GUIANA
COLOMBIA
ECUADOR
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Pacific Ocean
Atlantic Ocean
FALKLAND ISLANDS
Political Map of Latin America
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Cut on the lines

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1. What is the only country in Latin America that shares a border with the United States?

---

2. What country in Central America lies farthest to the West?

---

3. What country in Central America does not have a Pacific port?

---

4. What country in Central America begins with the letter "H"?

---

5. What is the only country in Central America that does not have a Caribbean port?

---

6. What country in Central America has two large lakes?

---

7. Ten degrees north latitude runs through which Central American country?

---

8. What country in Central America is a thin isthmus?

---

9. What is the largest island country in the Caribbean Sea?

---

10. One island in the Caribbean Sea is divided into two countries. What is the country that occupies the western part of this island?

---

11. One island in the Caribbean Sea is divided into two countries. What is the country that occupies the eastern part of this island?

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12. What country consists of 700 islands and is located directly east of Florida?

13. What rectangular-shaped island's name means "Rich Port" in Spanish?

14. Kingston is the capital of this island nation in the Caribbean.

15. What island country whose name begins with a "G" did the United States Marines invade in 1983?

16. Which island country in the Caribbean lies farthest to the east?

17. Which island country near South America consists of two islands? Both of the islands' names begin with "T."

18. Which country in South America has both a Pacific port and a Caribbean port?

19. What South American country has the longest Caribbean coastline?

20. What French territory in South America contains the city of Cayenne?

21. The Andes Mountains run through many South American countries: which of these is the smallest?

22. Once known as "Dutch Guiana," this country in South America has Paramaribo as its capital.

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23. What is the biggest country in Latin America?

24. What South American country has Georgetown for its capital?

25. Lima is the capital of this country.

26. South America has two countries that do not have sea ports. Which of these two is located closer to the equator?

27. South America has two countries which do not have sea ports. Which of these two is located furthest south?

28. Which is the longest and thinnest country in Latin America?

29. Buenos Aires is the capital of this country.

30. Which is the only country in South America that does not have part of its territory within the tropics?

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Political Map Hunt Answer Page

Handout #2C

Write the questions and answers to the **Political Map Hunt Clues** below. (You do not have to write down the entire question, only enough so that you can recall what the question is asking.)

1. _____
2. _____
3. _____
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19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

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Use this page to correct students' answers to the **Political Map Hunt Clues.** Put a "C" by each correct answer. If incorrect, allow students to redo for points.

1. México
2. Guatemala
3. Belize
4. Honduras
5. El Salvador
6. Nicaragua
7. Costa Rica
8. Panamá
9. Cuba
10. Haití
11. The Dominican Republic
12. Bahamas
13. Puerto Rico
14. Jamaica
15. Grenada
16. Barbados
17. Trinidad and Tobago
18. Colombia
19. Venezuela
20. French Guiana
21. Ecuador
22. Surinam
23. Brazil
24. Guyana
25. Perú
26. Bolivia
27. Paraguay
28. Chile
29. Argentina
30. Uruguay

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Lesson Three:
Learning the Physiographic Features of Latin America

Objectives

Students will
- use an atlas to locate and label 32 physiographic features of Latin America
- improve their map reading skills.

Materials

Physiographic Map of Latin America (Handout #3A): one per student
Teacher's Guide to Handout #3A
Physiographic Map Hunt Clues: (Handout #3B): one set
Physiographic Map Hunt Answer Page (Handout #3C): one per student
Teacher's Guide to Handouts #3B/3C
Atlases
Overhead Projector
Transparency of Handout #3A
(A physiographic wall map will suffice if an overhead projector is unavailable.)

Introduction

In this lesson students will label 32 physiographic features of Latin America on a blank map of Latin America using a set of **Physiographic Map Hunt Clues**. At the end of the activity each student will answer one Physiographic Map Hunt Clue in front of the class and label the physiographic feature on the class map.

Procedures

1. Prepare **Physiographic Map Hunt Clues** (Handout #3B) by cutting the 8-1/2 x 11 inch sheets of paper into 32 strips along the dotted lines.

2. Begin the lesson by putting the words "physiographic feature" on the board. Ask students if they can define the words and tell you what the concept means. Explain that "physio" means physical; "graphic" means writing something down or recording it; and "feature" is a particular characteristic of something. Thus a "physiographic feature" is a physical feature of the land such as a lake, mountain, or river recorded on a map. Tell students that they will now be learning the major physiographic features of Latin America.

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3. Distribute to each student or pair of students the **Physiographic Map of Latin America** (Handout #3A) and provide an atlas opened to a physical map of Latin America. Point out to students that this Map Hunt exercise is easier to do if they know at least the general location of Latin American countries. Students will quickly discover that this activity is similar to Lesson Two.

4. Give each student a different map hunt clue and explain the following: Students should read the map hunt clue and find the answer to the question by using the atlas. The question and answer should be written on the **Physiographic Map Hunt Answer Page** (Handout #3C). Next, students should label and draw the physiographic feature on their maps. Finally, students should swap clues and continue the exercise. After going through this process three or four times, students should go to the teacher and have their work corrected. Answers are found on the **Teacher's Guide to Handout #3A** and the **Teacher's Guide to Handouts #3B/3C.** If students answered a question incorrectly, they should try again. The activity should continue until each student or pair of students has completed all 32 map hunt clues.

5. When most students are finished, collect the map hunt clues, shuffle them, and then distribute one map hunt clue to each student. Ask students to come to the front of the class, read their clues, and by using their finished maps, label the overhead transparency of the **Physiographic Map of Latin America** (Handout #3A) with the correct physiographic feature. Be sure students are as accurate as possible when they draw the map symbols so that the entire class can check the accuracy of their maps. Continue this procedure until all the 32 physiographic features have been reviewed and are labeled on the transparency.

Physiographic Map of Latin America **Handout #3A**

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90°
65°
40°
23°30'
0°
23°30'
Sierra Madre Occidental
Plateau of México
Río Grande
Sierra Madre Oriental
Yucatan Peninsula
Gulf of Mexico
Baja California
Gulf of California
Caribbean Sea
Central American Highlands
Lake Maracaibo
Orinoco River
Lake Nicaragua
Guiana Highlands
Isthmus of Panama
Amazon River
Galapagos Islands
Pacific Ocean
Lake Titicaca
Atacama Desert
Gran Chaco
Brazilian Highlands
Andes Mountains
Paraná River
Atlantic Ocean
Pampas
Mount Aconcagua
Isla de Chiloe
Patagonia
Physiography of Latin America
Strait of Magellan
Cape Horn
N
0 200 400 600 800
Miles

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Physiographic Map Hunt Clues

Handout #3B
(1 of 3)

Cut on the lines

---

1. What is the name of the ocean west of South America?

---

2. What is the name of the ocean east of South America?

---

3. What body of water is the island country of Cuba located in?

---

4. What is the name of the gulf situated east of México?

---

5. What is the name of the largest gulf on México's western coast?

---

6. What is the name of the largest lake in Central America?

---

7. Which is the largest lake in South America?

---

8. What is the name of the lake situated high in the Andes that forms part of the border between Perú and Bolivia?

---

9. What is the name of the mountain range on México's west coast?

---

10. What is the name of the main mountain range on México's east coast?

---

11. Find and label the mountains that run through Central America. Note: Three separate mountain ranges come together in Central America. For now, simply give these mountains a common name.

---

12. What mountains run through the western portion of South America?

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---

13. What is the highest mountain in South America?

---

14. What are the highlands that separate Venezuela, Guyana, Surinam, and French Guiana from Brazil?

---

15. What are the highlands located in eastern Brazil called?

---

16. What is the name of the river that forms a border between México and the United States?

---

17. What is the name of the major river that runs through the country of Venezuela?

---

18. What is the longest river in South America?

---

19. What is the name of the river that forms the southeastern border of Paraguay?

---

20. What wide river (it is actually an estuary) forms a bay between Argentina and Uruguay?

---

21. What is the name of the huge plateau that covers most of Central America?

---

22. Which is the largest peninsula in México?

---

23. What is the name of the large desert in northern Chile?

---

24. Which flatland extends through northern Argentina, Paraguay, and southern Bolivia?

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25. What is the name of the flatland that covers much of central Argentina?

26. What is the name of the flatland located in southern Argentina between the Andes and the Atlantic Ocean?

27. What is the name of the longest and narrowest peninsula in México?

28. What is the name of the isthmus that connects North and South America?

29. What is the name of the large island off the central coast of Chile at about 57 degrees south latitude?

30. Which strait in South America connects the Pacific Ocean with the Atlantic Ocean?

31. What is the name of the most southerly cape in South America?

32. What small group of islands lie off the coast of Ecuador?

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Physiographic Map Hunt Answer Page

Handout #3C

Write the questions and answers to the **Physiographic Map Hunt Clues** below. (You do not have to write down the entire question, only enough so that you can recall what the question is asking.) Also do not forget to label the answers on your **Physiographic Map of Latin America** (Handout #3A).

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31. _____
32. _____

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Physiographic Map Hunt Answers

Teacher's Guide to Handout #3B/3C

Use this page to correct students' answers to the **Physiographic Map Hunt Clues.** Put a "C" by each correct answer. Allow students to redo wrong answers.

1. Pacific Ocean
2. Atlantic Ocean
3. Caribbean Sea
4. Gulf of México
5. Gulf of California
6. Lake Nicaragua
7. Lake Maracaibo
8. Lake Titicaca
9. Sierra Madre Occidental
10. Sierra Madre Oriental
11. Central American Highlands
12. Andes Mountains
13. Mt. Aconcagua
14. Guiana Highlands
15. Brazilian Highlands
16. Río Grande
17. Orinoco River
18. Amazon River
19. Paraná River
20. Río de la Plata
21. Plateau of México
22. Yucatán Peninsula
23. Atacama Desert
24. Gran Chaco
25. Pampas
26. Patagonia
27. Baja California
28. Isthmus of Panamá
29. Isla de Chiloé
30. Strait of Magellan
31. Cape Horn
32. Galapagos Islands

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Lesson Four: Latin America's Top Fifteen Cities

Objectives

Students will
- work with latitude and longitude to locate major cities in an atlas
- learn the fifteen most populous cities in Latin America

Materials

Completed Political Map of Latin America (Handout #2A)
Atlases

Procedures

1. Explain to your students that world globes are divided into two equal parts called hemispheres. The equator divides the earth into the Northern Hemisphere and the Southern Hemisphere. The Prime Meridian, which runs through the North and the South Pole, divides the earth into the Eastern and Western hemispheres.

2. Explain that guidelines are drawn around the globe running east and west. They are all parallel to the equator. These lines are called parallels of latitude. They are used to measure distances north and south of the equator. The equator is zero degrees latitude. The North Pole is 90 degrees north latitude; the South Pole is 90 degrees south latitude.

3. Explain that guidelines are also drawn on the globe running north and south. These lines are called lines of longitude. They are used to measure distances east and west around the globe. Longitude is measured in 30° segments. The Prime Meridian is zero degrees. It runs through part of England and Africa. The International Dateline is 180 degrees east of the Prime Meridian; 180 degrees west is also the International Dateline. There are 360 degrees around the entire world.

4. Explain that every point on the earth's surface has both a parallel of latitude and a line of longitude. For example, New Orleans, Louisiana, is located at 30 degrees north latitude and 90 degrees west longitude.

5. Explain that if you know the latitude and longitude of any point on the earth's surface, you will be able to locate it on a world map using this system.

6. Find the City Quiz Game. This exercise will test the student's ability to use latitude and longitude skills. Below is a list of the 15 most populous cities in Latin America from biggest to smallest. The latitude and longitude is given for each city. Have students take out their completed **Political Map of Latin America** (Handout #2A). Think of a city and then tell students the latitude and longitude of that city. They must find it in an atlas and put it on their maps.

Example: You say that you are thinking of a city that lies at 19 degrees north latitude and 99 degrees west longitude. Can the students find it? Once they have found México City, have them label it on their maps as follows: 1. México City. The "1" shows that it is the largest city in Latin America. Continue this procedure until the students have labeled all the cities.

City	Population*	Latitude	Longitude
1 México City, Mexico	18,000,000	19 N	99 W
2 Sao Paulo, Brazil	10,100,000	23 S	45 W
3 Río de Janeiro, Brazil	5,600,000	23 S	43 W
4 Santiago, Chile	4,804,000	33 S	70 W
5 Lima, Perú	4,330,000	12 S	77 W
6 Bogota, Colombia	3,967,000	4 N	74 W
7 Caracas, Venezuela	3,247,000	10 N	67 W
8 Guadalajara, México	3,000,000	20 N	103 W
9 Buenos Aires, Argentina	2,908,000	34 S	58 W
10 Monterrey, México	2,700,000	25 N	100 W
11 Porto Alegre, Brazil	2,600,000	30 S	51 W
12 Belo Horizonte, Brazil	2,100,000	20 S	44 W
13 Havana, Cuba	2,013,000	23 N	82 W
14 Medellín, Colombia	1,664,000	6 N	75 W
15 Recife, Brazil	1,289,627	8 S	35 W

*These figures are for the official city only. They do not include the entire metropolitan area. They come from The Great Geographical Atlas, Rand McNally and Co., Chicago, 1982; and from The World Almanac, New York: Pharos Books, 1987.

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Lesson Five: Latin American Climate

Objectives

Students will
- identify the major determinants of climate in Latin America
- examine the relationships between latitude, longitude, and climate
- gain insight into the interaction of climate, landforms, and natural vegetation.
- compare their preconceptions of Latin American climate with information on the actual climates of Latin America

Materials

Wall Relief Map of Latin America
Atlases
Climates and Capitals (Handout #5A): one per student
Map of Precipitation (Handout #5B) (optional)
Map of Climates (Handout #5C) (optional)
Butcher paper and pens

Introduction

This lesson is designed to acquaint students with the remarkable diversity of climate in Latin America. It is not intended as an exhaustive review. For a more detailed study, we suggest you consult current social studies texts such as one of those listed on page 56 of this unit.

Procedures

1. Explain that there are many factors that affect climate. Point out that they are already aware of one: latitude. Have a volunteer briefly review the fact that distance from the equator affects the climate.

2. Write the following on the board as you explain that there are other factors that act to moderate the influence of latitude on climate:

   altitude
   ocean and wind currents
   proximity to large bodies of water
   precipitation and humidity

   Explain that none of these factors operates alone, but rather in combination with one another. The moderating factors may themselves be influenced by physiographic features such as mountains. Briefly review how each factor influences climate:
   - Temperature falls 3.6 degrees F for each thousand feet of altitude.
   - Cold or warm ocean and wind currents cool or warm the lands they pass by.

- Large bodies of water warm up and cool down more slowly than land. The warm or cool air over the water blows onto the land, raising or lowering the air temperature.
- The amount of moisture in the air or precipitation, such as rain or snow, is as important as temperature in determining, climate, land use and lifestyle.

3. The impact of latitude in Latin America is most dramatic if students contrast the hot and wet climate of the Amazon Basin with that in the northern latitude of the United States.
   To demonstrate the impact of altitude, ask a student to locate the equator on the wall map and then to locate Quito, Ecuador and Belem, Brazil. Both cities lie on or near the equator. Belem's altitude is only 39 feet and its average temperature is 79 degrees Fahrenheit. Quito's altitude is 9,300 feet and its average temperature is 55 degrees Fahrenheit. In highland regions of Latin America, altitude is more important than latitude in determining climate.

4. Tell students that ocean currents can have a dramatic impact on climate. Most of the currents around Latin America are warm. The Brazil current and the Gulf Stream are probably the most famous. The former helps to make cities such as Río de Janeiro favorite vacation spots. The Gulf Stream flows through the Caribbean, up the eastern coast of the United States and then crosses the Atlantic to pass Norway. That current keeps winters in Maine and Norway from being as cold as their latitude would dictate. In Latin America, the most important cold current is the Humboldt or Perú's Current which flows up the coast of western South America, cooling the temperatures from northern Chile on up. Because the current cools the air over it, winds drop their moisture over the water before reaching the land. That coast is arid. In northern Chile, the current has created the Atacama Desert, the driest area on earth.

5. The proximity of water moderates the temperature of Patagonia. Have students check the southern latitude of the region and compare it with its counterpart in the northern hemisphere. Patagonia's temperature may be cold in comparison with tropical Latin America, but its average temperature is about the same as Quito.

   Tell students that precipitation and humidity are critical factors, as important as temperature, in determining climate. The average temperature of the Amazon Basin is only 75 degrees Fahrenheit. Since the humidity is so high, the climate seems muggy and hot.

6. Organize the students into pairs or small groups. Distribute a copy of **Climates and Capitals** (Handout #5A) to each student and a sheet of butcher paper and pen to each pair or group. Have students locate the cities on one of their political maps of Latin America. Their task is to determine which of the factors—altitude, precipitation, latitude—is most important in determining temperature for that city. Students should consult wall maps and atlases. Each group should record its conclusions on butcher paper. When the activity has been completed, discuss each city. In fact, it will be difficult in some cases to isolate a single responsible factor, illustrating how all of these elements work together to produce climate.

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7. As a supplemental activity for more motivated students, distribute copies of the **Maps of Precipitation and Climates** (Handouts #5B and #5C) included at the end of this lesson. Students should refer to an atlas or text to fill in the climate map, coloring each type of climate with a different color. Descriptions of climate-type can be found in any atlas. Students should then locate all the cities and physical features discussed in this unit. The maps can be used as the basis for several different projects, depending on the student's imagination and interest.

City	Latitude	Annual Precipitation (inches)	Temperature (°F)	Altitude (feet)
Montevideo, Uruguay	13°50'S	38.6	61	82
México City, México	19°28'N	23.0	60	7,487
San Salvador, El Salvador	13°28'N	68.2	73.6	2,155
San José, Costa Rica	9°57'N	76.0	67.6	3,724
Managua, Nicaragua	12°10'N	46.5	82.6	150
Santiago, Chile	33°26'N	13.7	57	1,706
La Paz, Bolivia	16°31'S	22.6	49	12,001
Lima, Peru	12°06'S	1.8	66.8	518
Cayenne, French Guyana	4°56'N	126.8	81	20
Caracas, Venezuela	10°30'N	32.0	67.3	3,415

Note: the measurement between each degree is broken down into 60 minutes which, in this case, is a measure of distance.

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90°
65°
40°
23°30'
0°
23°30'
Pacific Ocean
Atlantic Ocean
Annual Precipitation (inches)
1 over 80
2 40-80
3 20-40
4 10-20
5 under 10
Latin America
0 200 400 600 800
Miles
N

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90°
65°
40°
23°30'
0°
23°30'
Pacific Ocean
Atlantic Ocean
Climates
A wet tropic
B wet-dry tropic
C steppe (low latitude)
D desert (low latitude)
E steppe (mid-latitude)
F desert (mid latitude)
G Mediterranean
H Humid subtropics
I temperate marine
J highlands
Latin America
0 200 400 600 800
Miles
N

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Lesson Six: Map Projections

Objectives

Students will
- learn about various map projections and their distortions
- understand how map projections, language, and convention can distort our perceptions of geography
- discover a new way to make a map presentation of Latin America

Materials

Overhead Projector
Goode's Interrupted Homolosine Equal Area Projection (Handout #6A): one per student
Mercator Projection (Handout #6B): one per student
Peters Projection (Handout #6C): one per student
Robinson Projection (Handout #6D): one per student
Transparencies of Handouts #6A-6D
Globe
Half an orange, hollowed out

Introduction

In this lesson, students will turn from consideration of specific geographic concepts and features to examine some unquestioned assumptions. They are going to look at four different map projections, and discuss the nature of the distortions, and learn how the distortions may influence the way we perceive certain regions of the world. Students will also examine the ways in which we talk about "direction" in English, and how world maps are commonly oriented. Students will end the lesson by suggesting alternative map orientations.

Procedures

1. Place the globe in a prominent spot in the room where everyone can see it. Ask why the globe is the best tool to use when studying basic geography.
   (The globe provides an accurate representation of relative size, distance and shape. Further, it is much easier to understand concepts such as latitude, longitude, time zones and even climate on a globe than with a flat map projection.)

2. Ask students to discuss the advantages of using maps.
   (They are more portable and easily stored. Further, they permit detailed examination of small areas. A globe permitting us to look at just one state in detail would be huge!)

3. Ask students how one can make a flat map projection of a sphere such as the globe. One can't, of course, without some distortion. A simple demonstration will suffice. Challenge a student to flatten the hollow orange half without tearing it; an impossible task. Cuts must be made to permit the orange to lie flat.

4. Distribute copies of **Goode's Interrupted Homolosine Equal Area Projection** (Handout #6A). Explain that the map is a good illustration of how a sphere can be "flattened." There are distortion problems, however. Have students examine the extreme northern latitudes. Detail is lost as the parts of the sphere are compressed so the cut surface lies flat. Ask students if they would want to use this map to chart a sea course from Cape Horn to London, England. Direction is distorted. Navigators therefore need a different kind of map that will permit them to judge true distance.

5. Give students the **Mercator Projection** (Handout #6B). As students will see immediately, it would be much easier to plot a course and be certain of direction with this map. For this reason, it has been widely used since 1569. Mercator, a Flemish cartographer, wrapped a cylinder of paper around a lighted globe and drew the projected image. The Mercator Projection has its own distortions which, because of the map's wide use, have had a tremendous impact on the way we view other countries. Point out the following countries on the transparency of the **Mercator Projection** (Handout #6B) and ask students to tell you which country in each pair is larger:

India	-	Scandinavia
Soviet Union	-	Africa
Australia	-	Greenland
Europe	-	South America
Alaska	-	México

Area measurements expressed in millions of square miles will give us the true answer:

India (1.3)	-	Scandinavia (.4)
Soviet Union (8.7)	-	Africa (11.6)
Australia (2.4)	-	Greenland (.8)
Europe (3.8)	-	South America (6.9)
Alaska (.6)	-	México (.7)

6. How is the distortion in relative size possible on the Mercator Projection? Have students think about how Mercator drew his map. (It is stretched at the poles to give accurate direction. Any straight line drawn north from any point on the map points to true north). Compare the Homolosine map with the Mercator map.

   Ask students whether they think the continents of the northern hemisphere are larger or smaller than those of the southern hemisphere. Have them look first at the Mercator projection. Remind students that the prefix hemi means half. Are the two hemispheres equal in this projection? Mercator pushed the southern hemisphere into the bottom third of the map, making the northern continents appear much larger. In fact, the opposite is true.

7. Distribute copies of the **Peters Projection** (Handout #6C). The map is likely to cause comment at first. It looks as though the continents were melting! Explain that this map is an equal area projection. Each land mass is projected according to its true size in relation to other land masses. If students are interested, review one or two of the country pairs listed in procedure #5 above,

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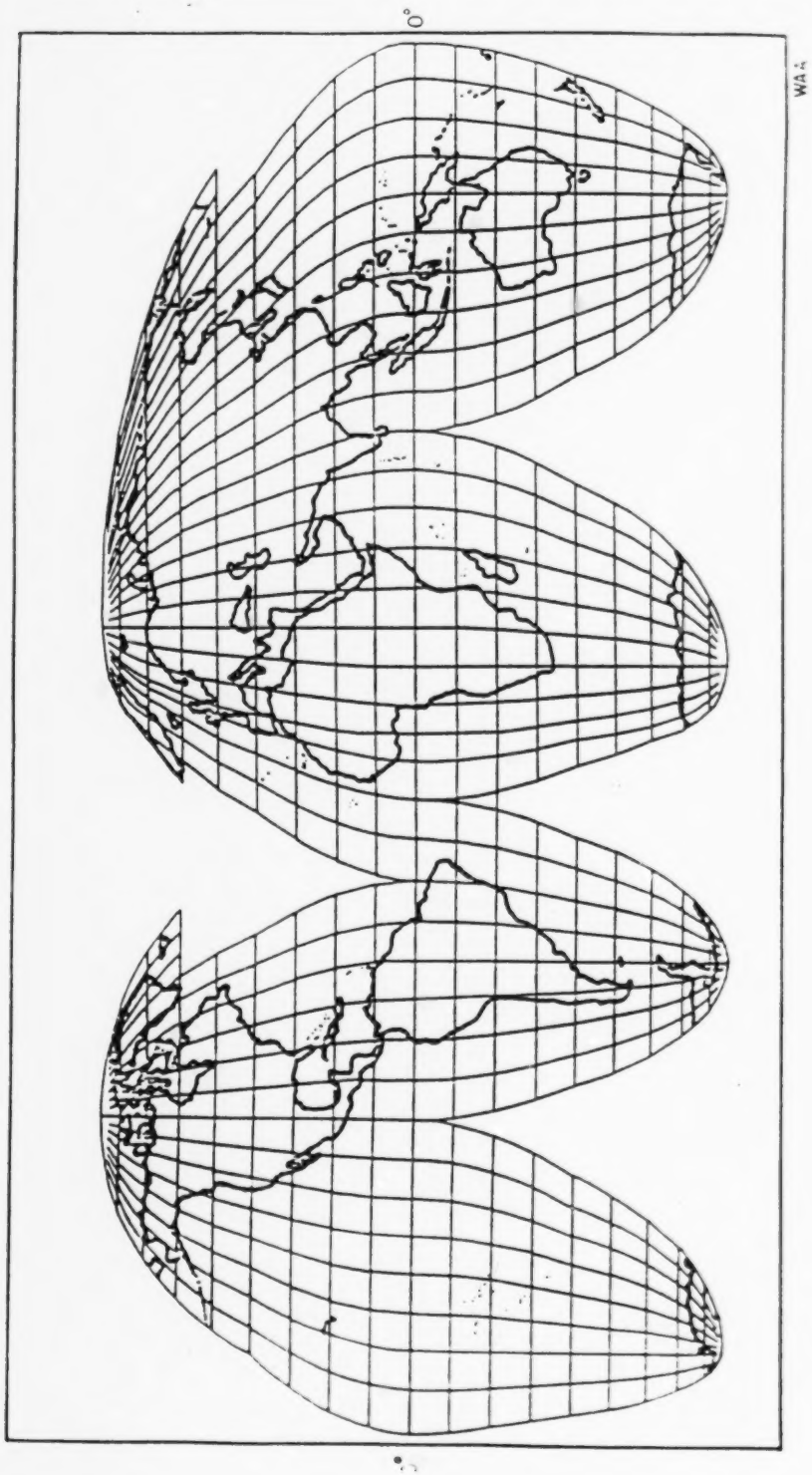
using the Peters Projection. Distortion obviously occurs in shape. Arno Peters, the West German historian who drew the map, stretched latitude at the equator rather than at the poles as did Mercator. Ask students which map Latin Americans would probably like the most? Why? You will want to lead the class discussion toward the fact that for over 400 years, the most commonly used map around the world has under-represented the size, and in some respects, the importance of that area geographically. The Peters Projection corrects perceptions of relative size we have formed based on the Mercator map.

8. Give the students the **Robinson Projection** (Handout #6D). This projection developed by Dr. Arthur H. Robinson of the University of Wisconsin-Madison has recently been officially adopted by the National Geographic Society for its world map and has received praise from numerous geographic organizations. This map:
    a. Reduces the distortion of the shape of landmasses—especially in the temperate, more densely populated areas of the world.
    b. Shows less exaggeration of the sizes of nations—especially in the high latitudes.
    c Shows more accurately the percentage of the water surface of the earth.

    Using the overhead projector, compare the size and shape of the continents in the transparency of the **Robinson Projection** (Handout #6D) with the transparencies of the other three projections, **Handouts #6A-6C.** Note that the Robinson is most similar to the Goode's Homosoline Projection, but it preserves the integrity of the oceans as well as minimizing distortions in size and shape.

9. As a final activity, divide students into small groups and challenge them to design a map of the North and South American continents that would make South America look more important. At least one group will discover quickly that a map can be reversed; that is, north can point "down" and south, "up." (The point is that convention generally places north at the top of the map.) Have the class discuss how the reversal changes the relative importance of Latin America on the map. Psychologically, since it is now on "top" it appears to be more important. (See "Turnabout Map of the Americas" in the Recommended Resources section of this unit, page 57.) The English language acknowledges the perception of up and down as having some positive and negative value. Have students think of examples of idioms that would illustrate this point: top-dog, top-of-the-line, down-at-the-mouth, down-and-out. More motivated students might enjoy making a reversed map for the class bulletin board, labeling the features studied in this lesson and making certain that the compass rose now shows south as being "up."



Goode's Interrupted Homolosine
Equal Area Projection

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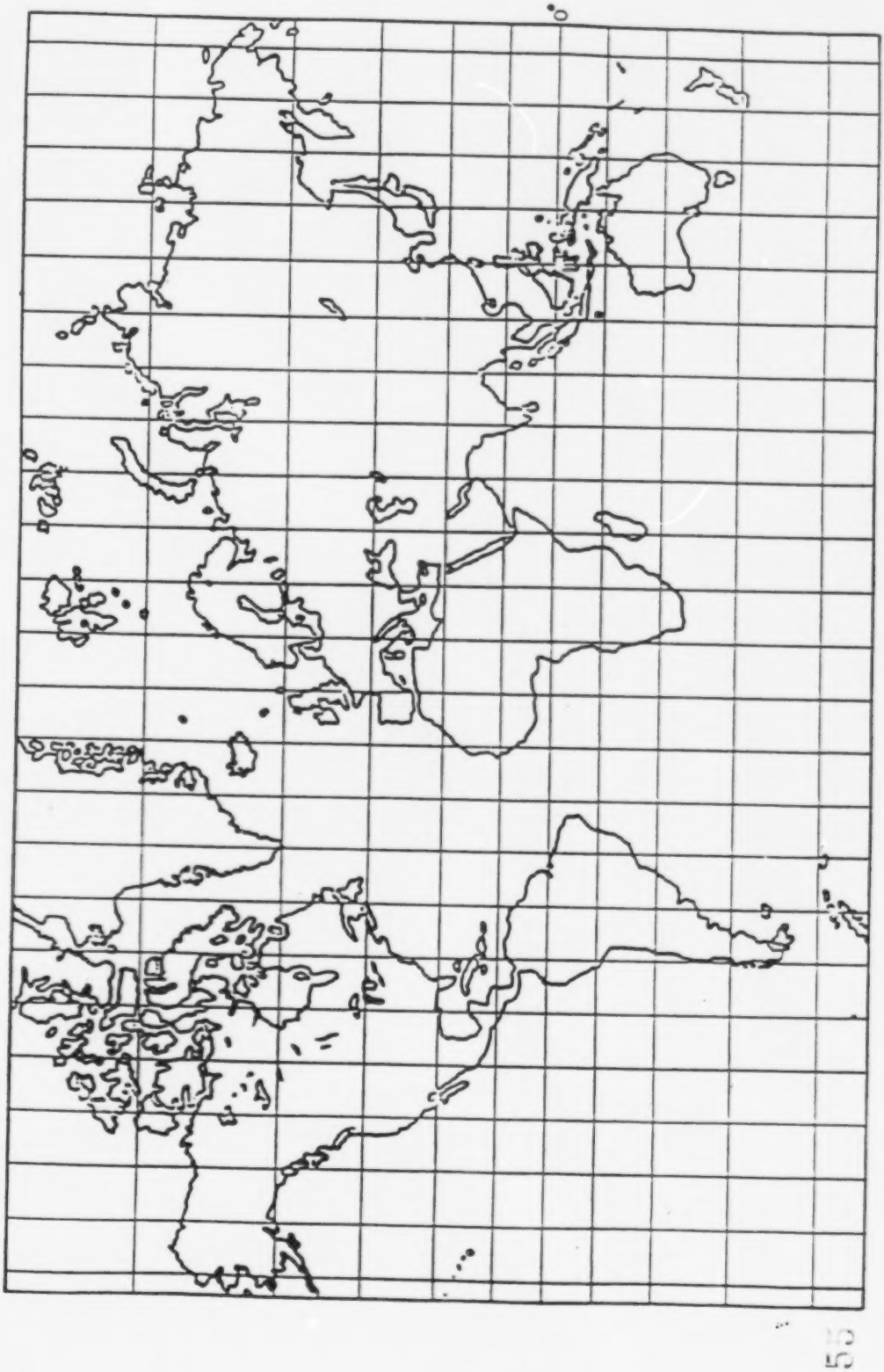

Mercator Projection

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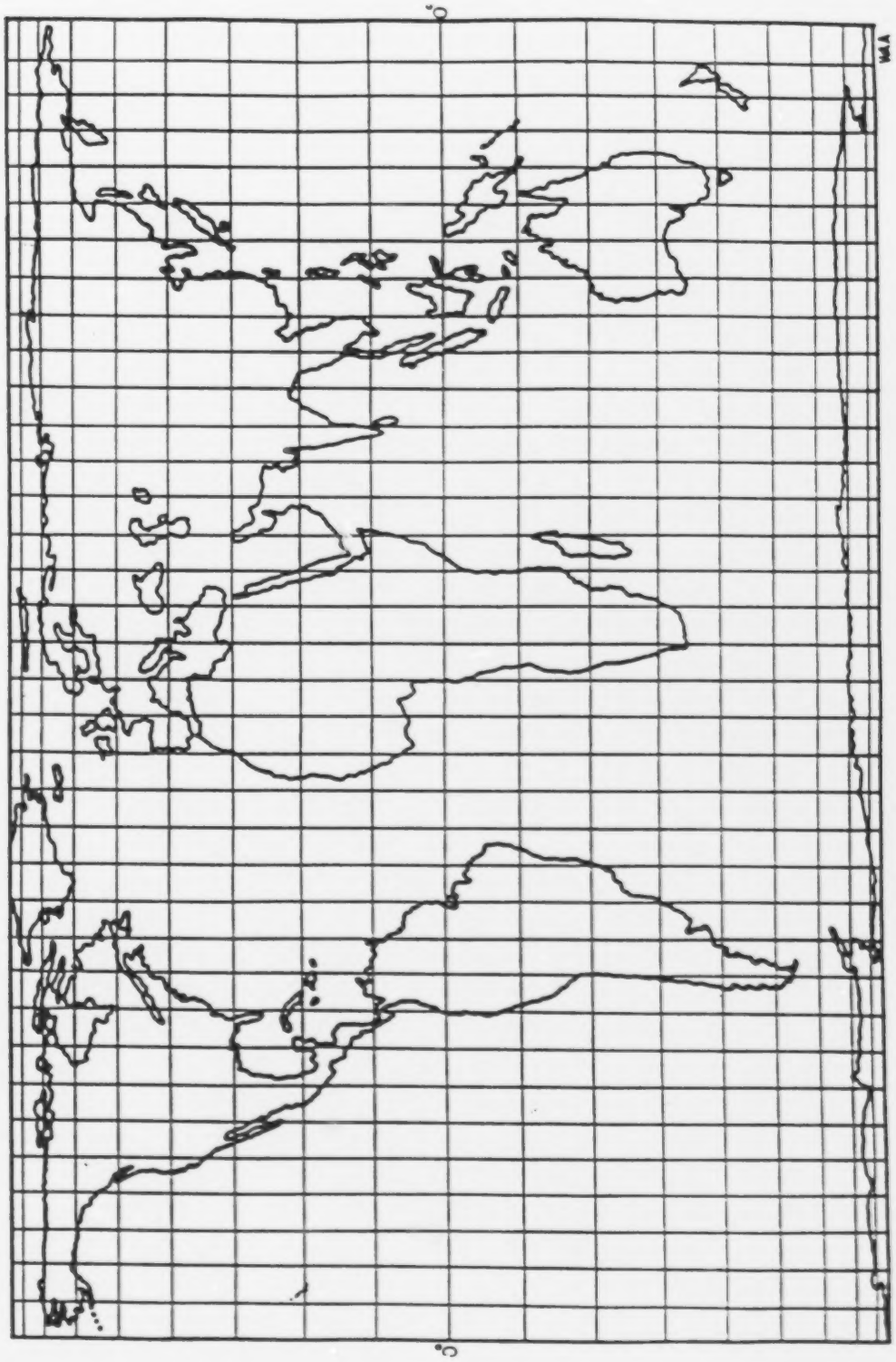

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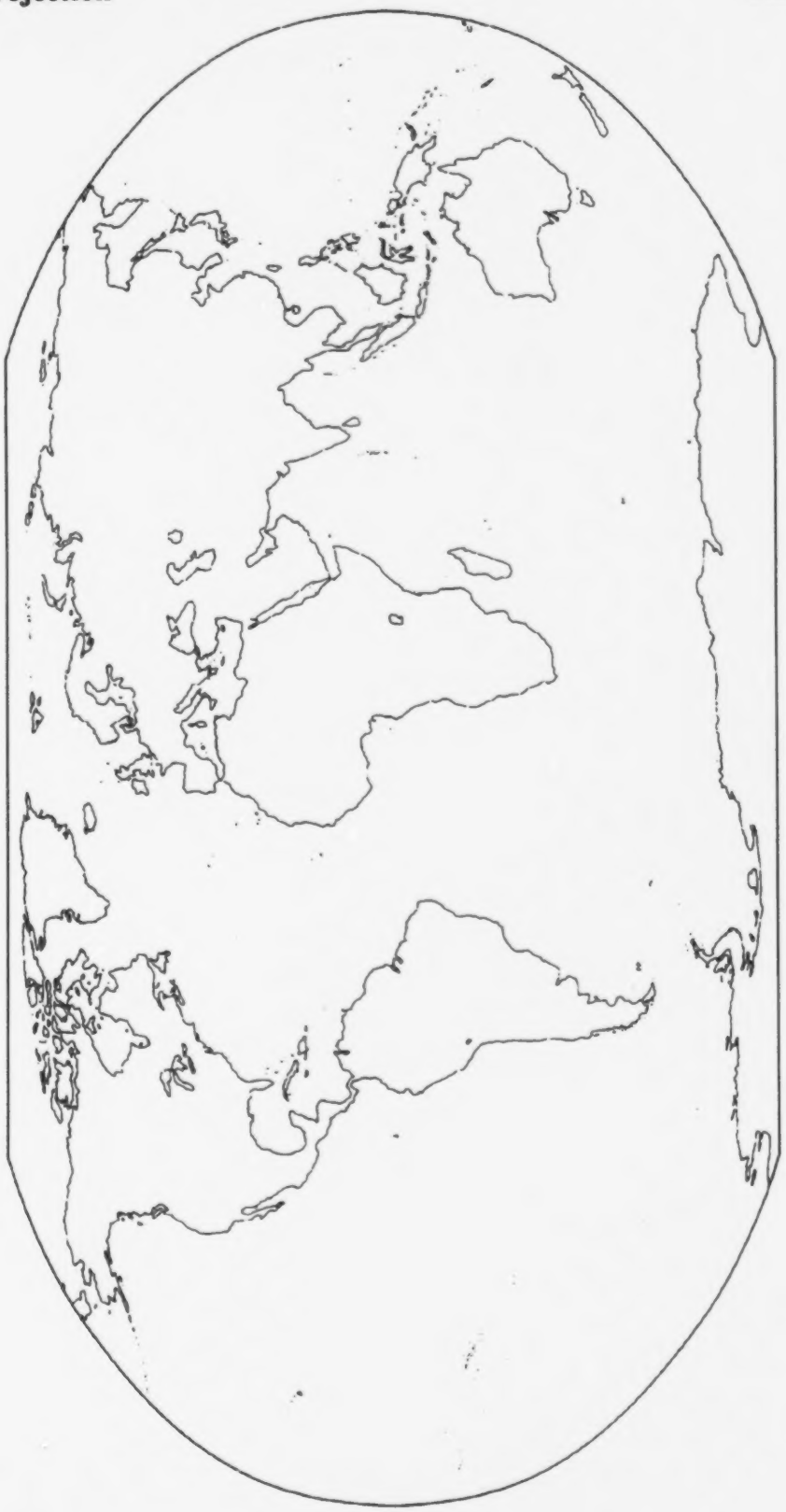

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Robinson Projection

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Lesson Seven: Geographical Pursuit

Objectives:

Students will
- answer questions about the physiography and political boundaries of Latin America
- review their knowledge of Latin American geography
- engage in a fun memory-testing activity

Materials

Geographical Pursuit Cards (Handout #7A)

Introduction

This is a review lesson for students which can also serve as the unit evaluation. There are over a hundred questions on the Geographical Pursuit cards. These questions include those that students answered by labeling on their political and physiographic maps as well as a number of others.

Procedures

Divide the class into two groups. Prepare the **Geographical Pursuit Cards** (Handout #7A) by cutting the 8-1/2 x 11 inch seets of paper along the dotted lines. One set of cards should be made for the class with each group receiving half the cards. Have each group take turns asking the other group **Geographical Pursuit** questions. Give each group one point for a correct answer.

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Q: What is the name of the ocean west of South America?
A: Pacific Ocean

Q: What is the name of the ocean east of South America?
A: Atlantic Ocean

Q: What body of water is the island country of Cuba located in?
A: Caribbean Sea

Q: What is the name of the gulf situated east of México?
A: Gulf of México

Q: What is the name of the largest gulf on México's western coast?
A: Gulf of California

Q: What is the name of the largest lake in Central America?
A: Lake Nicaragua

Q: What is the largest lake in South America?
A: Lake Maracaibo

Q: What is the name of the river which forms a border between México and the United States?
A: Río Grande

Q: What is the name of the major river which runs through the country of Venezuela?
A: Orinoco River

Q: What is the name of the lake situated high in the Andes between Perú and Bolivia?
A: Lake Titicaca

Q: What flatland extends through Argentina, Paraguay, and Bolivia?
A: Gran Chaco

Q: What is the name of the flatland which covers most of central Argentina?
A: Pampas

Q: What is the name of the flatland furthest south in Argentina?
A: Patagonia

Q: What is the name of the longest and thinnest peninsula in México?
A: Baja California

Q: What is the name of the isthmus which connects North and South America?
A: Isthmus of Panamá

Q: What is the name of the large island off the central coast of Chile?
A: Isla de Chiloé

Q: What is the name of the main mountain range on México's west coast?
A: Sierra Madre Occidental

Q: What are the mountains which run through Central America called?
A: Central American Highlands

Q: What is the longest river in South America?
A: Amazon River

Q: What is the name of the river which forms the southern border of Paraguay?
A: Paraná River

Q: What wide "river" forms a bay between Argentina and Uruguay?
A: Río de la Plata

Q: What is the name of the huge plateau which covers most of central México?
A: Plateau of México

Q: What is the largest peninsula in México?
A: Yucatán Peninsula

Q: What mountains run through the western portion of South America?
A: Andes Mountains

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Q: What is the highest mountain in South America?
A: Mount Aconcagua

Q: What are the highlands which separate the Guianas from Brazil?
A: Guiana Highlands

Q: What are the highlands located in eastern Brazil called?
A: Brazilian Highlands

Q: What strait in South America connects the Pacific Ocean with the Atlantic Ocean?
A: Strait of Magellán

Q: What is the name of the southernmost cape in South America?
A: Cape Horn

Q: Which is the only country in Latin America to share a border with the United States?
A: México

Q: What country in Central America lies farthest to the west?
A: Guatemala

Q: What is the only country in Central America not to have a Pacific port?
A: Belize

Q: What country in Central America begins with the letter "H"?
A: Honduras

Q: What is the only country in Central America which does not have a Caribbean port?
A: El Salvador

Q: What country in Central America has two large lakes?
A: Nicaragua

Q: What country in Central America does 10 degrees north latitude run through the middle of?
A: Costa Rica

Q: What country in Central America is a slender isthmus?
A: Panamá

Q: What is the largest island country in the Caribbean Sea?
A: Cuba

Q: What are the two countries which share one island in the Caribbean?
A: Haití and the Dominican Republic

Q: Which country consists of 700 islands and is located east of Florida?
A: Bahamas

Q: Which island's name means "Rich Port" in Spanish?
A: Puerto Rico

Q: The name of what country in the Caribbean begins with a "J"?
A: Jamaica

Q: What island country did the United States Marines invade in 1983?
A: Grenada

Q: What island country in the Caribbean lies farthest to the east?
A: Barbados

Q: What island country near South America consists of two islands?
A: Trinidad and Tobago

Q: What country in South America has both a Pacific port and a Caribbean port?
A: Colombia

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Q: What South American country has the longest Caribbean coastline?
A: Venezuela

Q: What two great river systems bound the Guiana Highlands?
A: Orinoco to the west; Amazon to the south

Q: What French territory in South America contains the city of Cayenne?
A: French Guiana

Q: The name of which country in South America begins with the letter "G"?
A: Guyana

Q: The name of which country in South America begins with the letter "S"?
A: Surinam

Q: What is the biggest country in Latin America?
A: Brazil

Q: What is the smallest country on the west coast of South America?
A: Ecuador

Q: The name of which country in South America is spelled with the fewest letters?
A: Perú

Q: Which two South American countries are landlocked?
A: Bolivia and Paraguay

Q: What is the longest and narrowest country in Latin America?
A: Chile

Q: What is the largest country in South America south of the Tropic of Capricorn?
A: Argentina

Q: What is the only country in South America that does not have part of its territory within the tropics?
A: Uruguay

Q: What is the largest ocean in the world?
A: Pacific Ocean

Q: What is the second largest ocean in the world?
A: Atlantic Ocean

Q: Who was the first European to see the Caribbean Sea?
A: Christopher Columbus

Q: What is the most valuable resource found in the Gulf of México?
A: Oil

Q: What is the other name for the Gulf of California?
A: Sea of Cortés

Q: What fish found in Lake Nicaragua suggests the lake was once part of the ocean?
A: Fresh water sharks

Q: What type of water is found in Lake Maracaibo?
A: Brackish

Q: Lake Titicaca was the center of what ancient civilization?
A: Inca

Q: The Sierra Madre Occidental runs through México. What does "Occidental" mean in English?
A: Western

Q: Which side of the Central American Highlands receives more rain?
A: The east side

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Q: What is the country farthest to the northeast which the Andes run through?
A: Venezuela

Q: Which tributary of the Amazon River was named after a U.S. President?
A: Theodore Roosevelt River

Q: What is the area between the Paraná River and the Uruguay River known as?
A: Argentine Mesopotamia

Q: What is the largest estuary in south America?
A: Río de la Plata

Q: What area of México covers 40% of the land but only holds 19% of the population?
A: Plateau of México

Q: What ancient civilization once flourished in the rainforest of the Yucatán Peninsula?
A: Maya

Q: What desert did three South American countries fight over in the late 1800's?
A: Atacama Desert

Q: What are the two parts of the Argentine Pampa?
A: Pampa Seca and Pampa Húmeda

Q: If you found yourself in the desert of "Lower California" where would you be?
A: Baja California

Q: What cuts the Isthmus of Panamá in half?
A: Panamá Canal

Q: What ocean was named by the Spaniards because they found it to be "tranquil"?
A: Pacific Ocean

Q: Where is the "Land of Fire"?
A: Tierra del Fuego, tip of South America

Q: What is the third largest continent in the world?
A: South America

Q: Name the three great river systems of South America.
A: Amazon, Orinoco, Plata

Q: What does "Río de la Plata" mean in English?
A: River of Silver

Q: What country was named after the line of latitude which runs through it?
A: Ecuador (after the equator)

Q: Which two South American countries do not share a border with Brazil?
A: Chile and Ecuador

Q: Which mountains are higher - the Andes or the Brazilian Highlands?
A: Andes

Q: The source of the Amazon River is found in which country?
A: Perú

Q: What area in Latin America do the initials "U.S.V.I." stand for?
A: United States Virgin Islands

Q: What country did Panamá belong to in 1900?
A: Colombia

Q: Where is the Isthmus of Tehuántepec?
A: Southern México

Q: What islands in the Caribbean were named by the Spaniards because they were in a "Lower Sea"?
A: Bahamas (baja = lower)

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Q: Why are the Central American Highlands sometimes referred to as the "Cadena del Fuego"?
A: Chain of Fire because of volcanoes

Q: What country do the Galapagos Islands belong to?
A: Ecuador

Q: Who was the continent of South America named after?
A: Americo Vespucci

Q: What country in Latin America derives its name from an order of the Roman Catholic Church?
A: Dominican Republic

Q: Is the east coast or the west coast of South America drier?
A: The west coast

Q: What current brings warm water into the Caribbean Sea?
A: Gulf Stream

Q: Why does Lake Maracaibo have some salt water?
A: Because it is connected to the ocean via a shallow channel

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Q: Name one mineral found in the Sierra Madre Occidental.
A: Iron ore, lead, silver, or gold

Q: What Latin American country is shaped like a funnel: wide in the north with mountains tapering down to a spout in the south?
A: México

Q: How can corn and wheat plants survive at 12,500 feet around the shores of Lake Titicaca?
A: The lake's constant temperature makes the climate moderate

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Q: What is the highest peak in the Sierra Madre Oriental?
A: Mount Orizaba

Q: What destroyed Antigua, Guatemala and Managua, Nicaragua?
A: earthquakes

Q: What physical feature dominates half the territory of Bolivia?
A: The Andes Mountains

Q: Which U.S. mountain range do geologists sometimes compare the Brazilian Highlands to?
A: Appalachian Mountains

Q: What separates the "Twin Cities" of Brownsville and Matamoros?
A: Río Grande

Q: What do Mexicans call the Río Grande?
A: Río Bravo

Q: Can an ocean vessel travel by river as far as the capital of Paraguay?
A: Yes

Q: What does the Yucatán Peninsula produce which is used to make rope?
A: Henequén

Q: Does Chicago, Illinois lie east or west of Quito, Ecuador?
A: West

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Appendix

Ten Highest Mountains of Latin America

Peak	Mountain Range	Country	Meters
1. Aconcagua	Andes	Argentina - Chile	7,040
2. Ancohuma	Andes	Bolivia	6,919
3. Illimani	Andes	Bolivia	6,882
4. Ojos del Salado	Andes	Argentina-Chile	6,880
5. Dos Conos	Andes	Argentina	6,860
6. Tupungato	Andes	Argentina	6,809
7. Pissis	Andes	Argentina	6,784
8. Mercedario	Andes	Argentina - Chile	6,770
9. Huascarán	Andes	Perú	6,767
10 Tocorpuri	Andes	Bolivia - Chile	6,754

Ten Highest Volcanos of Latin America

Volcano (last known eruption)	Country	Meters
1. Guallatirie (1960)	Chile	6,060
2. Cotopaxi (1975)	Ecuador	5,897
3. El Misti	Perú	5,825
4. Citlatepec	México	5,676
5. Ubinas (1969)	Perú	5,672
6. Lascar (1968)	Chile	5,641
7. Tyupungatito	Chile	5,640
8. Tolima (1943)	Colombia	5,525
9. Popocatépetl	México	5,452

Six Largest Deserts of Latin America

Desert	Place	Sq.Mile Area
1. Atacama	Northern Chile	70,000
2. Bolsón de Mapimi	North Central México	50,000
3. Vizcaíno	Northwestern México Noroeste	6,000
4. Sechuro	Northwestern Perú	2,000
5. Morrope	Northwestern Perú	1,500
6. Olmos	Northwestern Perú	1,000

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Ten Longest Rivers of Latin America

River	Continent	Length
1. Amazon	South America	3,915
2. Paraná	South America	2,796
3. La Plata-Paraná	South America	2,450
4. Madeira	South America	2,013
5. Purus	South America	1,995
6. Río Grande	North America	1,885
7. San Francisco	South America	1,811
8. Orinoco	South America	1,700
9. Tocantins	South America	1,677
10. Paraguay	South America	1,584

Three Largest Natural Lakes of Latin America

Lake	Country	Sq.Mile Area
1. Maracaibo	Venezuela	5,127
2. Titicaca	Perú - Bolivia	3,200
3. Nicaragua	Nicaragua	3,100

Source of all figures: Latin America Statistical Abstract, University of California at Los Angeles, James Wilkie, editor, 1982.

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California Model Curriculum Standards

MAPPING LATIN AMERICA meets the following Model Curriculum Standards adopted by the California State Board of Education:

World History, Culture, and Geography

A course should:

6. ...develop the student's knowledge of physical and place-name geography and encourage relation of that knowledge to specific historical or contemporary events and conditions. Students should be encouraged to identify the major mountain ranges, arid regions, rivers, seas, islands, straits, etc., to show how they have affected the course of history and development in various periods.

7. ...emphasize the relationships among cultures, topography, climate, soils, etc., and historical development, notably the effect of specific geographical features, both negative and positive, on human communications and contact, and on economic productivity.

21. ... provide opportunities for students to develop basic, creative, and critical thinking, and interpersonal or social participation skills.

MAPPING LATIN AMERICA also addresses the following **themes** as developed by the Association of American Geographers and the National Council for Geographic Education:

Location: *Position on the Earth's Surface*. Absolute and relative location are two ways of describing the positions of people and places on the earth's surface.

Place: *Physical and Human Characteristics*. All places on the earth have distinctive tangible and intangible characteristics that give them meaning and character and distinguish them from other places. Geographers generally describe places by their physical or human characteristics.

Relationships Within Places: *Humans and Environments*. All places on the earth have advantages and disadvantages for human settlement....

Regions: *How They Form and Change*. The basic unit of geographic study is the region, an area that displays unity in terms of selected criteria.

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Recommended Resources on Geography Skills: Emphasis on Latin America

ASHDOWN, Peter. ***Caribbean History in Maps.*** London and New York: Longman's Ltd., 1979
A superb resource for both geographical maps as well as historical maps of the Caribbean and Latin America. Many of the maps include extensive historical and political information.

ASSOCIATION OF AMERICAN GEOGRAPHERS. ***Geography and International Knowledge.*** AAG, Committee on Geography and International Studies. 1982. 1710 Sixteenth St., N.W., Washington, D.C. 20009.
A concise conceptual resource that summarizes the importance of geographic learning for students today.

BOWER, Bert. ***Latin America and Canada.*** Lexington, MA.: D.C. Heath and Company, 1987.
An excellent textbook on Latin America and Canada filled with maps, a chapter on "Reviewing Map and Globe Skills," and "Study Help" guides.

COZEAN, John D. ***Latin America—1982.*** "The World Today Series" New Edition (Aug., 1983) Washington, D.C.: Stryker-Post Publications, Inc. Also available from Social Studies School Services, 10,000 Culver Blvd., Dept. 13, Culver City, CA 91230.
This inexpensive paperback includes a map of each country, a short history, and information about current political, economic, and demographic developments.

GRAPHIC LEARNING CORPORATION. ***Latin American Studies Program.*** Tallahassee, FL: Graphic Learning Corporation, P.O. Box 5827, Tallahassee, FL 32301.
This fine resource is an activity approach to learning about the geography, history, and culture of Latin America. Large laminated maps, flow pens, and a well-designed set of instructional units are included.

JAMES, Preston E. ***Latin America.*** New York: Odyssey Press, 1969. 4th Edition.
This is the most recommended geography of Latin America in the field of Latin American Studies. It begins with a clear description of the general characteristics of Latin America and the countries of the region. Included are also historical, political, and economic notes on each country.

LOMBARDI, Catherine and John V. with STONER, Lynn K. ***Latin American History: A Teaching Atlas.*** University of Wisconsin Press, 1983.
This is an splendid atlas devoted to the history and geography of Latin America, but many maps use a thematic approach useful for broad social science courses as well.

MARINACCI, Barbara and Rudy. ***California's Spanish Place-names.*** San Rafael, CA: Presidio Press, 1980.

For additional information about the connections between place-names and contemporary towns and cities in California, this paperback is recommended for teachers. There is a pronunciation guide for non-Spanish speakers.

"TURNABOUT MAP OF THE AMERICAS," Laguna Sales Inc. 7040 Via Valverde, San Jose, CA. 95135.

A map that shows South America at the top of the page and North America at the bottom. It is accurate geographically, but the perspective has been changed.

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Curriculum Unit Evaluation Form

School District: _____

1. Subjects you teach: _____

2. Grade levels: _____

3. Years of teaching experience: _____

4. Title of unit: _____

5. Author(s): _____

6. How did you come across this unit?:
   - n purchased it from _____
   - n borrowed it from _____
   - n was given to me by _____

7. What subject did you use the unit for?: _____

8. What grade level did you use the unit for?: _____

9. How much of the unit did you use?:

n all of it	n three lessons	n six lessons
n one lesson	n four lessons	n seven lessons
n two lessons	n five lessons	n none of it

10. Indicate the ways in which you used the materials in classroom teaching (check all that apply). Please also indicate how you will use the materials in the future.

Use of Educational Materials	I have used the materials	I will use the materials
not at all	n	n
during class lesson	n	n
for special projects	n	n
for classroom display	n	n
as classroom reference	n	n
for own background	n	n
for homework assignments	n	n
for inservice workshops	n	n
other	n	n

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11. What, if any, textbook did you use with this unit: _____

12. Did you encounter any problems in using the unit with your textbook? ▫ Yes ▫ No

13. Explain: _____

_____

14. If you did not use the material, why not? (check all that apply).
    - ▫ a) not covering this topic in class
    - ▫ b) not enough time to incorporate
    - ▫ c) inappropriate for my class(es)
    - ▫ d) didn't like the type of activities
    - ▫ e) didn't like the content of the lessons
    - ▫ f) other (be specific) _____

15. If you checked **b,c,d,e**,or **f** please explain: _____

_____

_____

16. If you used one or more of the activities, did you:
    - ▫ a) follow the procedures?
    - ▫ b) adapt activities moderately?
    - ▫ c) adapt activities significantly?

17. If you chose **b** or **c** please explain: _____

_____

_____

18. How clear were the following (rank from **1 = very clear to 5 = very unclear**)?

Procedures	_____
Handouts	_____
Answer sheets	_____
Directions for students	_____

19. Rank the following parts from **1 = most useful to 5 = least useful.**

	Useful to you personally	Useful to your class
Introduction	_____	_____
Glossary	_____	_____
Lesson 1	_____	_____
Lesson 2	_____	_____
Lesson 3	_____	_____
Lesson 4	_____	_____
Lesson 5	_____	_____
Lesson 6	_____	_____
Lesson 7	_____	_____
Visual aids	_____	_____
Suggested readings	_____	_____

20. How appropriate were the following? **(rank from 1 = very appropriate to 5 = very inappropriate)**

		Comments:
Suggested grade level	_____	_____
Suggested time for activities	_____	_____
Content of the activities	_____	_____
Overall objectives	_____	_____
Evaluation (Geographical Pursuit)	_____	_____
Definitions of words	_____	_____

21. What part of the unit did you like the best? Why? _____

_____

_____

22. What part of the unit did you like the least? Why? _____

_____

_____

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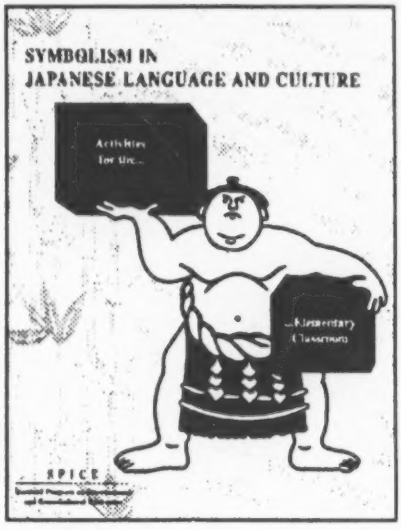
We believe firmly in the production of sound academic materials. At the same time, we feel that equal attention should be given to the teaching strategies used in the classroom. You will find that our materials contain engaging activity suggestions and are rich in content. Through the use of cooperative learning strategies, simulations, role plays, dramatizations, and other interdisciplinary and interactive critical thinking activities, we enhance the chances of success for all students. Teachers confronted with the diversity of today's classrooms will find that we provide many useful lesson plans and handouts on themes and content areas of critical importance.



Units can be used by economics, English/language arts, government, civics, US history and world history teachers in all grades, and we grant you permission to reproduce the handouts. Each one- to three-week unit is self-contained and provides teachers with the readings, black line masters, reproducible handouts, slides, and background materials necessary for instruction. Many one-day lessons can be used separately or together with the teacher's standard curriculum. Our free catalog describes SPICE's more than 60 units, ranging topically from cooperation in Japanese culture (elementary) to the geography of Latin America for (7-12, Spanish and English) and contemporary Soviet-American relations (9-12).

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